The Noun

Nouns

A noun is a word or word group that is used to name a person, a place, a thing, or an idea.

PERSONS Aunt Linda, teacher, co-pilot, athlete, Walter D. Myers

PLACES stadium, Salt Lake City, football camp, Ireland, house

THINGS saltshaker, horse, driveway, Big Dipper, jack-in-the-box

IDEAS strength, happiness, Buddhism, amazement, self-confidence

TIP Try this test to decide whether a word is a noun. Place the word in the blank in one of the following sentences. If the word makes sense in the sentence, then the word is probably a noun.

EXAMPLES I need a new ________ or I admire ________.

I need a new camera. I admire creativity.

Common and Proper Nouns

You may have noticed that some nouns begin with a lowercase letter while others are capitalized. A common noun names any one of a group of persons, places, things, or ideas and is generally not capitalized. A proper noun names a specific person, place, thing, or idea and is capitalized.

COMMON NOUNS friend, teenager, continent, dog, weekday, building

PROPER NOUNS Jordan Smith, Jamaal, Europe, Snoopy, Friday, Tower Bridge

Exercise A Underline each noun in the sentences below. Then, write C above the noun if it is a common noun, or P if it is a proper noun.

Example 1. Victor traveled across the ocean to Africa. [Victor names a specific person. Ocean names any one of a group of things. Africa names a specific place.]

1. Look at these photographs of my friend James, who is a relative of Victor. [Which words name any one of a group of persons or things? Which words name specific persons or things?]

2. Did the two men visit Madagascar, a large island near Africa?

3. Courage and curiosity are two qualities you will find in my friends.

4. Many different countries make up the large continent of Africa.

5. On his journey back to America, Victor sailed on the Princess.
Compound Nouns

A compound noun is made up of two or more words used together as a single noun. Compound nouns might be written as one word, as separate words, or as a hyphenated word.

**ONE WORD**  chairperson, hallway, basketball, spacecraft, oversight

**SEPARATE WORDS**  Professor Johnson, mail carrier, Rhode Island, near miss

**HYPHENATED WORD**  jack-of-all-trades, Austria-Hungary, sit-ups, self-respect

**Exercise B** Underline each noun in the following sentences. Then, if the noun is compound, write CD for compound above it.

**Example 1.** Lucy planted forget-me-nots in the flower bed.  [Lucy names a person. Forget-me-nots and bed name things, and forget-me-nots is made up of more than one word.]

6. In gym class, Coach Ellis led the students through a set of twenty push-ups.  [Which words name persons or things? Which nouns are made up of more than one word?]

7. After the children tossed snowballs, they built a snowman on the sidewalk.

8. Did Dad change the batteries in the smoke detector that is in the family room?

9. You should read Homeless Bird by Gloria Whelan, a winner of the National Book Award.

10. My sister-in-law, a singer in a band, also plays the guitar.

Collective Nouns

A collective noun is a word that names a group of people, animals, or things.

**COLLECTIVE NOUNS**  audience, chorus, committee, flock, herd, batch, bundle, cluster

**Exercise C** Underline the collective noun in each of the following pairs of nouns.

**Examples 1.** batch  biscuits  [Batch names a group of things.]

2. robins  flock  [Flock names a group of animals.]

11. collection  DVDs  [Which word names a group of things?]

12. wolves  pack  [Which word names a group of animals?]

13. gnats  swarm

14. family  children

15. players  team

16. employees  staff

17. squad  officers

18. council  advisors

19. whales  pod

20. Congress  senators
The Pronoun A

Pronouns

1b. A pronoun is a word that is used in place of one or more nouns or pronouns.

**Examples**

Andy called Mary. **He** invited **her** to a party. [**He** stands for Andy, **Her** stands for Mary.]

Ruth sent invitations to Louis, Anna, and Ms. Pickett. **They** answered right away. [**They** stands for Louis, Anna, and Ms. Pickett.]

A pronoun stands for or refers to a word that is called the antecedent of the pronoun.

**Example**
The apple lay beneath the tree where **it** had fallen. [The pronoun **it** stands for the noun apple, so apple is the antecedent of **it**.]

**Personal Pronouns**

A personal pronoun stands for the one speaking (first person), the one spoken to (second person), or the one spoken about (third person).

**First Person**

I, me, my, mine, we, us, our, ours

**Second Person**

you, your, yours

**Third Person**

he, him, his, she, her, hers, it, its, they, them, their, theirs

**Example**

**You**r kind words cheered **him**. [While the antecedents of the personal pronouns **Your** and **him** do not appear in the sentence, they are understood. **Your** stands for the one spoken to, and **him** stands for the one spoken about.]

**Exercise A**

Underline each personal pronoun in the following sentences. Then, draw an arrow from the personal pronoun to its antecedent. Some sentences have more than one personal pronoun.

**Example 1.** Leo, **your** time may be the most valuable thing **you** can donate! [**Your** and **you** stand for Leo. Leo is the antecedent of **your** and **you**.]

1. Many teens volunteer their time to worthy causes. [What noun does their stand for?]

2. Lonny volunteers at an animal shelter. He grooms the dogs.

3. Does Alfredo teach songs to the children at his church?

4. At the local hospital, Nina helps the nurses; she does simple chores for them.

5. Search the Internet for ideas. It lists volunteer programs in many cities.
EXERCISE B  Write an appropriate personal pronoun on the blank in each of the following sentences.

Example 1. My mother and I found these quartz crystals. We discovered them in a riverbed near our home. [We can stand for both antecedents, mother and I.]

6. Kim rehearsed _____ lines. [What personal pronoun can be used in place of Kim?]

7. When _____ gets windy, the weather almost seems to invite us to fly kites.

8. “Mira,” he said, “this diskette must belong to you. It has _____ name on it.”

9. Arthur wants to raise the seat of his bicycle. Can you lend _____ a wrench?

10. “_____ built this radio all by myself!” Marta piped up.

Reflexive and Intensive Pronouns

A reflexive pronoun stands for the subject of the sentence and is required in order for the sentence to make sense. An intensive pronoun stresses its antecedent and is not required in order for the sentence to make sense. Reflexive and intensive pronouns end with the suffix –self or –selves.

REFLEXIVE PRONOUN  Teresa reminded herself to lock the door. [Herself stands for the subject Teresa and completes the meaning of the sentence.]

INTENSIVE PRONOUN  Teresa herself locked the door. [Herself stresses Teresa. Herself is not required for the sentence to make sense.]

TIP: To decide whether a pronoun is reflexive or intensive, rewrite the sentence and leave out the pronoun. If the sentence still makes sense, the pronoun is intensive.

EXAMPLES  I myself fixed it. [I fixed it makes sense. Myself is an intensive pronoun.]

I fixed it by myself. [I fixed it by does not make sense. Myself is a reflexive pronoun.]

EXERCISE C  Read the following sentences, and decide whether the underlined pronoun is reflexive or intensive. On the line provided, write REF if the pronoun is reflexive or INT if the pronoun is intensive.

Example  _____ REF  1. The campers warmed themselves at the campfire. [Without themselves, the sentence does not make sense. Therefore, themselves is reflexive.]

_____ 11. You should treat yourself to a nap. [Does the sentence make sense without yourself?]

_____ 12. The principal herself made the final decision.

_____ 13. Did the puppy enjoy itself during the outing to the park?

_____ 14. After I finished the story, I found myself laughing out loud.

_____ 15. Uncle Eric himself planned the model train layout.
**The Pronoun B**

**Demonstrative Pronouns**

A *demonstrative pronoun* points out a person, a place, a thing, or an idea. The demonstrative pronouns are *this, that, these,* and *those.*

**EXAMPLES** Those are the members of the choir. [*Those* points out *members.*]

Are these the ones you wanted? [*These* points out *ones.*]

**TIP** Think of *demonstrative pronouns* as pronouns that point at something. Imagine pointing your finger at an object and saying, “*This* is the cereal I want,” or “*That* is the fastest horse.”

**NOTE** *This, that, these,* and *those* are used as adjectives as well as pronouns. When they describe nouns or pronouns, they are called *demonstrative adjectives.* When they point out and stand for nouns or pronouns, they are called *demonstrative pronouns.**

**EXAMPLES** Her sketch is more colorful than *this.* [*This* stands for and points out a specific thing, so it is a demonstrative pronoun.]

Her sketch is more colorful than *this* drawing. [*This* tells which *drawing,* so it is a demonstrative adjective.]

**EXERCISE A** Underline the demonstrative pronoun in each of the following sentences.

**Examples** 1. Those are my handmade birthday cards. [*Those* points out *cards.*]

2. He said he couldn’t be certain about *that.* [*That* points at something not named in the sentence.]

1. These are my favorite books of all time. [*Which word points out *books?!*]

2. Is this a serious tale of grand adventure, or is it just a silly story? [*Which word points out *tale?*]

3. You two should really take a look at these!

4. My skateboard rolls as smoothly as those used in professional competitions.

5. Of the entire football season, that was the most suspenseful game!

6. This set of math problems is a lot like those.

7. When will we finish painting that?

8. Of all of these, the third one sounds the most appealing.

9. That is the first time she’s ever eaten a kiwi fruit.

10. Think of this as an opportunity to shine!
Interrogative Pronouns

An interrogative pronoun introduces a question. The interrogative pronouns are who, whom, which, what, and whose.

**EXAMPLES**

- **Who** was the best book report? [Who introduces a question.]
- **What** is the cafeteria serving for lunch? [What introduces a question.]

**EXERCISE B**

Decide whether the underlined pronoun in each sentence is a demonstrative pronoun or an interrogative pronoun. Then, on the line provided, write **DEM** for demonstrative pronoun or **INT** for interrogative pronoun.

**Example** 1. To **whom** did you send the e-mail about Kelly’s party? [**Whom** introduces a question.]

1. Which of those cartoons was chosen for the front page of the school newspaper? [Does **Which** introduce a question, or does it point out something?]
2. Is this the final game of the basketball season?
3. The life jackets for the members of our group are **those**.
4. What does the symbol on your ring mean?
5. Whom would you elect as Student Principal for a week?

**EXERCISE C**

For each blank in the following sentences, write an appropriate demonstrative pronoun or interrogative pronoun. Use a different pronoun for each sentence.

**Example** 1. From **whom** should we get today’s assignment? [**Whom** is an interrogative pronoun that fits this sentence.]

6. Excuse me, but how much do ________ cost? [Which indefinite pronoun fits this sentence?]
7. Help me pass ________ out to the rest of the club.
8. ________ of the two maps is most up-to-date?
9. Of all the fossils I’ve found, ________ is my favorite.
10. ________ is the most sensible plan?
The Pronoun C

Relative Pronouns

A relative pronoun introduces a subordinate clause. A relative pronoun generally relates the descriptive information found within a subordinate clause to a noun or pronoun found in the main clause. The relative pronouns are that, which, who, whom, and whose.

**EXAMPLES**

Mario owns a Great Dane, **which** is a very large dog. [Which introduces the subordinate clause which is a very large dog and relates this descriptive information to Great Dane.]

Mario, **who** owns a Great Dane, lives next door. [Who introduces the subordinate clause who owns a Great Dane and relates this descriptive information to Mario.]

Mario, **whom** neighbors often see outside, has a large yard. [Whom introduces the subordinate clause whom neighbors often see outside and relates this descriptive information to Mario.]

The Great Dane that Mario owns is almost always with him. [That introduces the subordinate clause that Mario owns and relates this descriptive information to Great Dane.]

**REMINDER** A subordinate clause has a subject and a verb, but the clause cannot stand alone as a sentence. Information contained in a subordinate clause is generally less important than the information contained in a sentence’s main clause. Which fell from the sky is a subordinate clause. Ted found a meteorite, which fell from the sky is a complete sentence.

**EXERCISE A** Underline the relative pronoun in each of the following sentences.

**Examples** 1. Do you enjoy stories that are about time travel? **[That begins the subordinate clause that are about time travel]**

2. You may enjoy **The Time Machine**, which was written by H. G. Wells. **[Which begins the subordinate clause which was written by H. G. Wells]**

1. Chen is reading **Animal Farm**, which is about power and betrayal. **[Which word begins a subordinate clause]**

2. George Orwell, who wrote this fable, used animals as main characters. **[Which word begins a subordinate clause]**

3. The plot is about farm animals that chase away their owners!


5. Bilbo Baggins, whom readers meet in **The Hobbit**, is the hero of this story.
6. A hobbit is a creature whose life centers on family, food, and a good home.

7. In many classrooms, students read books that explore the dark side of human nature.

8. Have you read *Lord of the Flies*, which is about human nature?

9. A group of boys, whose airplane crashes, must survive on a lonely island.

10. What do you think of these boys, who become savage?

**Exercise B** Underline the relative pronoun in each of the following sentences. Then, draw an arrow from the relative pronoun to the word to which the relative pronoun relates.

**Examples**

1. Li’s trumpet, which is silver, always sparkles in the sunlight. *Which begins the subordinate clause which is silver and relates the information to trumpet.]*

2. How often should I water the plants that are in the front room? *That begins the subordinate clause that are in the front room and relates the information to plants.*

11. The pep rally, which began at one o’clock, lasted almost two hours! *Which relative pronoun begins a subordinate clause? To which noun does the relative pronoun relate?*

12. When should we pick up the uniforms that Ms. Baraka ordered? *Which relative pronoun begins a subordinate clause? To which noun does the relative pronoun relate?*

13. Marie, whom the community greatly admires, planted four trees in a local park.

14. Try finding a puzzle piece that is shaped like an *H*.

15. Ernesto’s brother, who enjoys good conversation, makes it a point to visit us once a day.

16. We saw a whooping crane, which is one of the rarest birds in North America!

17. That short story, which talks about the love of a grandmother for her grandson, is excellent.

18. Is Leroy, whom our customers love, going to get this month’s bonus?

19. Julia constructed this model volcano from clay that she found in her own backyard.

20. The choir’s leaders, who are looking for a new sound, have been listening to Caribbean music.
The Pronoun D

Indefinite Pronouns

Most pronouns refer to specific persons, places, things, or ideas. An *indefinite pronoun* refers to one or more persons, places, things, or ideas that may or may not be specifically named in a sentence. An indefinite pronoun does not refer to a specific person, place, thing, or idea.

**COMMONLY USED INDEFINITE PRONOUNS**

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<th>many</th>
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<th>some</th>
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<td>no one</td>
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<td>most</td>
<td>nothing</td>
<td>something</td>
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<td></td>
</tr>
<tr>
<td>anything</td>
<td>few</td>
<td>nobody</td>
<td>several</td>
<td></td>
</tr>
</tbody>
</table>

**EXAMPLES**

Several of the envelopes had rare postage stamps on them. [Several refers to things named in the sentence, envelopes, but it does not refer to specific envelopes.]

Somebody bought the collection of rare stamps. [Somebody refers to a person who is not named in the sentence, and it does not refer to a specific person.]

Even though indefinite pronouns may not refer to specific persons, places, things, or ideas, they are still used in the same ways as other pronouns. In a sentence, indefinite pronouns can appear as subjects, direct objects, indirect objects, predicate nominatives, or as objects of prepositions.

**EXAMPLES**

Everyone in the van knew the store’s address. [Everyone is an indefinite pronoun used as the subject of the sentence.]

Did the librarian gather everyone into reading circles? [The indefinite pronoun everyone is used as the direct object of the verb did gather.]

Mr. Benson gave everyone paper swans. [The indefinite pronoun everyone is used as an indirect object explaining to whom the swans were given.]

Is this everyone? [The indefinite pronoun everyone is used as a predicate nominative of the verb Is.]

**EXERCISE A**

Underline the indefinite pronouns in the following sentences.

**Examples**

1. Each of the lazy days was truly enjoyable. [Each refers to things named in the sentence, days, but it does not refer to a specific day.]

2. We probably should examine both of the salamanders closely. [Both refers to things named in the sentence, salamanders, but it does not refer to a specific pair of salamanders.]

1. All of the hotel’s staff members were very helpful. [Which word refers to persons who are not specifically named?]
2. Most of the activities, in Jack’s opinion, would be fun. [Which word refers to a group of things that are not specifically named?]

3. Of everything available to guests, the shuffleboard court was our favorite spot.

4. We played softball with anyone who wanted to play.

5. Let’s meet Jack and the others at the lake behind the hotel.

6. Some of the rocks along the shore are quite beautiful.

7. We could give somebody the prettiest stones.

8. Wouldn’t Aunt Suzy want a few of them?

9. Save something to help you remember that trip!

10. I think we’d all gladly take another.

**Exercise B** For each blank in the following sentences, write an appropriate indefinite pronoun. Use a different indefinite pronoun for each sentence.

**Examples**

1. Many of my friends like baseball. [Many is one indefinite pronoun that makes sense in this sentence.]

2. Neither of the two kittens has its eyes open. [Neither is one indefinite pronoun that makes sense in this sentence.]

11. _______ of the three computer games has its advantages. [Which indefinite pronoun would make sense in this sentence?]

12. Hans would like to own _______ of the watches. [Which indefinite pronoun would make sense in this sentence?]

13. Yes, please, I think I’ll have ________.

14. She said that she would love to talk with ________ who studies prairie dogs.

15. ________ of this essay is about how often chimpanzees behave like children.

16. I asked Nadine whether she had an extra pencil, and she said that she had ________

17. Mark said that he remembered absolutely ________.

18. With a calm and reassuring smile, Warren greeted ________.

19. The biologists built ________ a model cell.

20. Is ________ ready to talk about the space program?
The Adjective

Adjectives

1c. An adjective is a word that is used to modify a noun or a pronoun.

An adjective helps to define or describe a noun or pronoun by telling what kind, which one, or how many about that noun or pronoun.

WHAT KIND? clean room, brown hair, French pen pal, easy test

WHICH ONE? first choice, that calendar, this box, next class

HOW MANY? many fish, six songs, some ideas, few coins

NOTE: A, an, and the are special adjectives that we call articles. A and an are indefinite articles because they refer to any member of a group. The is the definite article because it refers to a specific member of a group.

EXERCISE A Underline each adjective in the following sentences. Each sentence has more than one adjective. Do not underline the articles a, an, and the.

Example 1. Find a safe path around those four huge rocks. [Safe modifies path. Those, four, and huge modify rocks.]

1. There is a large family of healthy ducks by the lake. [Which word modifies family? Which word modifies ducks?]

2. During the hot afternoon, several deer crossed the grassy meadow.

3. Look at the small, brown rabbit near the trees.

4. A gray dove looked for tiny seeds beneath a leafy, green bush.

5. Did you see the beautiful fur on that fox?

Pronoun or Adjective?

Some words, such as either, neither, which, this, these, or that, may be used as either pronouns or adjectives. When these words take the place of nouns or other pronouns, they are pronouns. When they modify nouns or pronouns, they are adjectives.

PRONOUNS I wore this. She knows neither. Which won?

ADJECTIVES I wore this hat. She knows neither boy. Which team won?

NOTE: When the demonstrative pronouns this, that, these, and those modify nouns or pronouns, they are called demonstrative adjectives.
EXERCISE B Underline each adjective in the following sentences. Then, draw an arrow from each adjective to the noun or pronoun it modifies. Do not underline the articles a, an, and the.

Example 1. That young vine is dangling from this tree. [That and young modify vine. This modifies tree.]

6. Either coach can train the new team. [Which two words modify nouns?]

7. Which long table will seat the hungry students?

8. Those three rosebushes won’t bloom for many weeks.

9. Recent graduates helped several teachers purchase those.

10. We realized that neither frog had been making that unusual noise.

NOTE Many words that can stand alone as nouns can also be used as adjectives. Adjectives formed from proper nouns are called proper adjectives.

<table>
<thead>
<tr>
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<th>stone</th>
<th>history</th>
<th>Maine</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJECTIVES</td>
<td>stone</td>
<td>fence</td>
<td>history</td>
</tr>
</tbody>
</table>

Adjectives in Sentences

An adjective usually comes before the noun or pronoun it modifies. However, sometimes the adjective follows the word it modifies, and occasionally a word or words may come between the adjective and the word it modifies.

EXAMPLE The bus, large and yellow, carried us to school. [Large and yellow both modify and follow bus.]

EXERCISE C Decide whether each of the underlined words in the following sentences is used as an adjective, a noun, or a pronoun. If the word is used as an adjective, write ADJ on the line provided. If the word is used as a noun, write N on the line provided. If the word is used as a pronoun, write PRO on the line provided.

Example _____ ADJ 1. We ate lunch at the kitchen table. [Kitchen modifies table.]

11. Is this the homemade pickle relish? [Does this modify a noun, or does it refer to a noun?]

12. The relish in this jar is delicious!

13. The relish was made from California cucumbers.

14. This is the relish from California.

15. This sandwich, because it’s dry and plain, needs relish.
The Verb A

Verbs

1d. A verb is a word that is used to express action or a state of being.

**EXAMPLES**

Maria **built** a sandcastle. **[Built expresses Maria’s action.]**
Maria **feels** happy. **[Feels expresses Maria’s state of being.]**

**Action Verbs**

An action verb expresses physical or mental action.

**EXAMPLES**

Maria **waved** to Debbie. **[physical action]**
Maria **knows** Debbie. **[mental action]**

**REMINDER** When you identify action verbs, remember to include any helping verbs. Common helping verbs include *is, can, does, have, might, was,* and *will.*

**EXERCISE A** Underline the action verbs in each of the following sentences. Some sentences have more than one action verb.

**Examples**

1. People have played with yo-yos for at least three thousand years. **[Have played is an action verb and its helping verb; together, they express physical action.]**
2. A sapodilla tree grows for more than twenty years before growers tap it for chicle, an ingredient in chewing gum. **[Grows and tap are action verbs that express physical action.]**

1. **John Loudon McAdam designed roads without costly rock foundations. [Which word expresses mental action?]**
2. **The first self-propelled American land vehicle ran under steam power. [Which word expresses physical action?]**
3. **The Colorado River toad secretes poison that can paralyze its predators temporarily.**
4. **During thunderstorms, lightning bolts create gases that eventually fertilize the soil.**
5. **Alchemists never produced gold from lead, but they invented tools that chemists use today.**
6. **Do mice dream?**
7. **The tube-shaped leaves of some pitcher plants fill with rainwater and trap insects.**
8. **Suddenly, hundreds of grasshoppers leapt into the air.**
9. **When a bug is caught in the sticky hairs of a sundew’s leaf, the leaf curls around it.**
10. **On the longest day of summer in the Antarctic Circle, the sun never sets.**
Transitive and Intransitive Verbs

A transitive verb expresses action that is directed toward a person, place, or thing. The subject of a transitive verb performs the action of the verb. The object of a transitive verb receives the action of the verb.

**EXAMPLE**  When did Amy meet you? [Amy’s action, did meet, is directed toward you.]

An intransitive verb expresses action that is not directed toward an object.

**EXAMPLE** Amy smiled sweetly. [Amy’s action, smiled, is not directed toward an object.]

**NOTE** A verb may be transitive in one sentence and intransitive in another.

**TRANSITIVE**  Hank drove the car. [Hank’s action, drove, is directed toward the car.]

**INTRANSITIVE**  Hank drove slowly. [Hank’s action, drove, is not directed toward an object.]

**EXERCISE B**  Decide whether the underlined verb in each sentence is a transitive or intransitive verb. Then, on the line provided, write TR for transitive verb or INT for intransitive verb.

**Examples**

1. Did Selma memorize her locker combination?  [The action Did memorize is directed toward combination.]

   __**TR**__

2. Selma always chatters quickly and good-naturedly. [The action chatters is not directed toward an object.]

   __**INT**__

3. 11. Jason reads each day during study hall. [Is the action directed toward an object?]

4. 12. Usually, Jason reads a book for English class. [Is the action directed toward an object?]

5. 13. Will Jason help you with your homework?

6. 14. You and he can go to the library on Saturday.

7. 15. At the library, the two boys study quietly.

8. 16. Jason suddenly laughs out loud.

9. 17. “Walter Mitty daydreams all the time,” he said.

10. 18. “He just heard his car’s engine.”

11. 19. “Now he thinks that he is flying a plane!”

12. 20. The librarian coughed and peered over her glasses at the boys.
The Verb B

Verbs

1d. A verb is a word that is used to express action or a state of being.

Linking Verbs

A linking verb expresses a state of being by linking its subject to a word or word group that renames or describes the subject. This word or word group is called a subject complement.

EXAMPLES

The speaker is Sharon. [The verb is links the subject complement Sharon to the subject speaker.]

The trumpeter sounded excited. [The verb sounded links the subject complement excited to the subject trumpeter.]

COMMONLY USED LINKING VERBS

be shall be should be
being will be would be
am has been can be
is have been could be
are had been should have been
was shall have been would have been
were will have been could have been

OTHER FREQUENTLY USED LINKING VERBS

appear grow seem stay
become look smell taste
feel remain sound turn

EXERCISE A

Underline the linking verbs in each of the sentences below. Some sentences contain more than one linking verb.

Examples 1. The satellite remained brightly visible for almost thirty seconds! [The verb remained links the subject complement visible to the subject satellite.]

2. I am sure that the test tube feels warmer now. [The verb am links the subject complement sure to its subject I, and the verb feels links the subject complement warmer to its subject test tube.]

1. Cassie thought that the radishes tasted wonderful. [Which verb links the subject complement wonderful to its subject radishes?]

2. Sandals are usually a good, comfortable shoe for warm weather. [Which verb links the subject complements good and comfortable to their subject Sandals?]
3. Is Janelle’s poster the one with the piano full of flowers on it?
4. The cricket in my room seemed noisy last night.
5. Mel looks confident; maybe he should be the leader.
6. This paint job could have been perfect, but the paint dripped.
7. Sophia became the first of us to ask, “Were cars really that slow back then?”
8. That mockingbird certainly sounds carefree.
9. His grandmother was one of the first women to teach at a university.
10. The music stayed loud and festive, even when the band grew tired.

**NOTE** Many linking verbs can be used as action verbs as well.

**LINKING VERB**  Yoko *stayed* warm near the fire. [*Stayed* links Yoko with *warm.*]

**ACTION VERB**  Yoko *stayed* near the fire. [*Stayed* expresses Yoko’s action.]

**EXERCISE B** Decide whether the underlined verb in each sentence below is an action verb or a linking verb. On the line provided, write **A** for action verb or **L** for linking verb. Then, if the verb is a linking verb, circle the words that are linked by the verb.

**Examples**  

L 1. The old *house* always *had looked* slightly spooky. [*Had looked* links *house* to *spooky.*]

A 2. Lisa *had looked* at it many times. [*Had looked* expresses Lisa’s actions.]

L 11. Over the years, the lock *had become* rusty. [Does *had become* link its subject to an adjective, or does it express an action?]

L 12. With great difficulty, Lisa *turned* the key in the lock. [Does *turned* link its subject to a noun, or does it express an action?]

L 13. Inside, the empty house seemed perfectly silent.

L 14. Long ago, the dusty air *had turned* stale.

L 15. Lisa *remained* calm in spite of the eerie atmosphere.

L 16. Then she stood on the porch and felt *better.*

L 17. She *could smell* fresh-cut hay in the breeze.

L 18. Crops *grew* in the fields across the street from the house.

L 19. With a new coat of paint, it *might be* a nice place to live.

L 20. The house suddenly *appeared* far less spooky.
The Verb C

Verbs

1d. A verb is a word that is used to express action or a state of being.

EXAMPLES  Yesterday Paula wrote a song. [Wrote expresses action.]
She felt lonely. [Felt expresses a state of being.]

Verb Phrases: Main Verbs and Helping Verbs

A verb phrase contains at least one main verb and one or more helping verbs. A helping verb helps the main verb express action or state of being.

The helping verbs include all forms of the verb be. The be verbs include am, is, are, was, were, be, being, and been. Other helping verbs include can, could, did, do, does, had, has, have, may, might, must, shall, should, will, and would.

VERB PHRASES  was laughing [The helping verb was helps the main verb laughing.]
must remember [The helping verb must helps the main verb remember.]
may have arrived [The helping verb may have helps the main verb arrived.]

NOTE  Sometimes the parts of a verb phrase are separated by other words in the sentence.

EXAMPLES  Was Alexa laughing at my joke? [Alexa interrupts Was and laughing.]
The guests may have already arrived. [Already interrupts may have and arrived.]

EXERCISE A  Draw a line under the verb phrase in each of the following sentences. Then, draw a second line under each helping verb.

Examples  1. All of us have been happy with Paul’s meals and desserts. [Have helps been express our state of being.]

2. Will Paul be making a pumpkin pie for dessert? [Will and be help making express Paul’s future action.]

1. Pumpkins are known for their soft orange pulp and high water content. [Which word helps the main verb known?]

2. You may have eaten delicious pumpkin bread or pumpkin muffins. [Which words help the main verb eaten?]

3. That pumpkin was grown in Margaret’s own backyard garden.

4. It had become ripe for harvest a few days ago.

5. The tough orange rind must be removed from the pumpkin.

6. Then, the orange pulp can be used for food.

7. We can save some of the seeds for next year’s crop.
8. Should we toast the rest of the pumpkinseeds?

9. During late October, many people will carve a pumpkin.

10. Pumpkins have also been grown as food for livestock.

**NOTE** The word *not* is an adverb, and so is the contraction *n’t*. *Not* and *n’t* are never part of the verb phrase.

**EXAMPLES**

- Chen *was not laughing* at my joke. [The verb phrase is *was laughing*.]
- Edward *wasn’t laughing* at my joke. [The verb phrase is *was laughing*.]

**Exercise B** Draw a line under the verb phrase in each of the following sentences. Then, draw a second line under each helping verb. Remember that *not* and *n’t* are not part of the verb phrase.

**Examples**

1. The skating *couldn’t have been more enjoyable!* [Could and have are helping verbs that help *been* express a state of being. *N’t* is not part of the verb phrase.]

2. Did eager fans completely fill the available seats? [Did is a helping verb that helps *fill* express action.]

11. Do you enjoy ice-skating and other winter sports? [Which words express action?]

12. Diego and I have often watched skating competitions on television. [Which words express action?]

13. I myself have never worn a pair of ice skates.

14. My sister, however, will frequently compete in skating matches.

15. The coldness of the icy arena doesn’t bother her.

16. Since childhood, she has always enjoyed the competitive nature of sports.

17. You should not have missed the competition last week.

18. Will you attend the match on Saturday afternoon?

19. We have always sat in one of the front rows.

20. We will not miss a single bit of action from those great seats.
The Adverb

Adverbs

1e. An adverb modifies a verb, an adjective, or another adverb.

An adverb makes the meaning of the verb, adjective, or adverb more definite by telling where, when, how, or to what extent.

Adverbs Modifying Verbs

Adverbs modify verbs and also may introduce questions. Adverbs may come before or after the verbs they modify. Adverbs may also come between verbs in a verb phrase.

**EXAMPLES**  Write his name here. [Here tells where to write his name.]

She will politely ask. [Politely tells how she will ask.]

When did Adam call you? [When introduces a question.]

NOTE: Some words that can be used as nouns can also be used as adverbs.

NOUN Today is my birthday. [Today is the subject and is a noun.]

ADVERB Today I am celebrating my birthday. [Today tells when I am celebrating my birthday and is an adverb.]

EXERCISE A Underline the adverb in each of the following sentences. Then, draw an arrow from the adverb to the word or words it modifies.

**Example 1.** When did you buy the new telephone? [When modifies did buy by telling when.]

1. Please write your new phone number there. [Which word tells where about the verb?]

2. Loudly, the telephone in Becca’s room rang.

3. Where did she earn the money for her own phone?

4. Becca mows lawns weekly for extra money.

5. She had carefully saved money for the phone.

Adverbs Modifying Adjectives

Adverbs also modify adjectives.

**EXAMPLES** Extremely spicy tacos were served. [Extremely modifies spicy, telling to what extent.]

That story was creatively brilliant! [Creatively modifies brilliant, telling how.]
EXERCISE B Underline the adverb in each of the sentences below. Then, draw an arrow from the adverb to the adjective it modifies.

Example 1. The pink blossoms on this rose bush are fully open. [Fully modifies open.]

6. Whose incredibly delicious casserole is this? [Which word modifies an adjective?]

7. Rather large trees surround the car lot.

8. After a long afternoon, I can say that my chores are nearly complete.

9. An especially valuable player receives the MVP award.

10. Please give a snack to the children, who are slightly hungry.

Adverbs Modifying Other Adverbs

Adverbs also modify other adverbs.

EXAMPLES Heather plays volleyball really well. [Really modifies well, telling to what extent.]

She almost never misses a serve. [Almost modifies never, telling to what extent.]

EXERCISE C Underline the adverb that modifies another adverb in each of the sentences below. Then, draw an arrow from the adverb to the adverb it modifies. Do not underline any adverbs that modify verbs or adjectives.

Example 1. Janis swims in the lake only rarely. [Only modifies rarely and tells to what extent.]

11. Why is he speaking very quietly? [Which word modifies an adverb?]

12. Somewhat excitedly, the child accepted the gift.

13. Both students completed the test equally quickly.

14. A fire broke out, but firefighters arrived quite soon.

15. You interpreted the poem extremely creatively.
The Preposition

A preposition is a word that shows the relationship of a noun or pronoun to another word.

**EXAMPLES**  An insect under the table buzzed. [Under shows the relationship of table to insect.]
                An insect flew near my head. [Near shows the relationship of head to flew.]

**COMMONLY USED PREPOSITIONS**

about   before   down   in    of    since
above   behind   during  inside   off   through
across   beside   except   into   onto   toward
after   between   for   like   outside   until
at   by   from   near   over   without

The noun or pronoun that the preposition relates another word to is called the object of the preposition.

**EXAMPLES**  An insect behind the table buzzed. [Table is the noun that the preposition behind relates to insect. Table is the object of the preposition behind.]
                An insect above it buzzed. [It is the pronoun that the preposition above relates to insect. It is the object of the preposition above.]

Prepositions that are made of two or more words are called compound prepositions. Some compound prepositions are according to, aside from, because of, in addition to, in front of, in place of, next to, and on account of.

**EXAMPLES**  We were late because of heavy traffic.
               May I borrow the book next to your elbow?

**EXERCISE A**  Underline the preposition in each of the following sentences. Then, draw two lines under the object of the preposition. Remember to underline all words in a compound preposition.

**Example 1.**  According to the schedule, we will take a break now. [Schedule is the object of the compound preposition According to.]

1. Everyone was frightened during the scary movie. [Which word is a preposition? Which noun is the object of the preposition?]
2. Without a hat, Ellen’s hair always lightens.
3. Jeff, you can use chicken in place of the beef.
4. The beautiful full moon disappeared behind thick clouds.
5. How can I choose between two good choices?
The object of a preposition may be compound.

**EXAMPLES**  We talked about nutrition and exercise. [Both nutrition and exercise are objects of the preposition about.]
This gift is from Leon and Betty. [Both Leon and Betty are objects of the preposition from.]

A prepositional phrase consists of the preposition, its object, and any modifiers of the object. The modifiers of the object can come before or after the object.

**EXAMPLES**  Marcos is going to a new school. [School is the object of the preposition to. School is modified by a and new.]
Marcos is going to the school that just opened. [School is the object of the preposition to. School is modified by the and by the clause that just opened.]

**NOTE** The word to can start both a prepositional phrase (to the park) and an infinitive phrase (to run). If to is followed by a verb, then the phrase is infinitive and not prepositional.

**Exercise B** Underline the preposition in each of the following sentences. Then, draw two lines under the object of the preposition. Remember to underline all words in a compound object. Each sentence has more than one prepositional phrase.

**Examples** 1. In the photograph, I am standing next to him and Pamela. [Photograph is the object of the preposition in. Him and Pamela are the objects of the preposition next to.]
2. When should we get on the ferry that’s taking us over the bay? [Ferry is the object of the preposition on. Bay is the object of the preposition over.]

6. Because of the fire, smoke billowed from the windows and doors. [Which word is the object of a compound preposition? Which words are compound objects of a preposition?]
7. Since last Monday, I have been leaving the house before you each morning. [Which words are prepositions? Which words are objects of prepositions?]
8. The story is about a horse that gallops next to bicyclists.
9. Aside from a few loose boards, the bridge across the stream looks safe.
10. Look at the perfect blanket of snow on the streets and lawns.
11. Felicia skipped through the open gate in front of her house.
12. In addition to old newspapers, Toni collects cans during recycling drives.
13. Couldn’t we use the tomatoes we grew instead of those from a store?
14. Since he got to sit behind the dugout, Cedric stayed through the final inning.
15. Should we climb aboard the boat beside the dock?
The Conjunction and the Interjection

The Conjunction

A conjunction is a word that joins words or word groups.

A coordinating conjunction joins words or word groups that are used in the same way. The coordinating conjunctions are and, but, or, nor, for, yet, and so.

**EXAMPLES**
- Roland bought juice and milk. [And joins two nouns, juice and milk.]
- Is the juice inside the refrigerator or on the counter? [Or joins two prepositional phrases, inside the refrigerator and on the counter.]
- Roland was thirsty, so he drank some juice. [So joins two independent clauses, Roland was thirsty and he drank some juice.]

A correlative conjunction is a pair of conjunctions that join words or word groups that are used in the same way. The correlative conjunctions are both . . . and, not only . . . but also, either . . . or, neither . . . nor, and whether . . . or.

**EXAMPLES**
- Roland bought both juice and milk. [Both . . . and joins two nouns, juice and milk.]
- The juice is either inside the refrigerator or on the counter. [Either . . . or joins two prepositional phrases, inside the refrigerator and on the counter.]
- Not only was Roland thirsty, but he was also hungry. [Not only . . . but also joins two independent clauses, was Roland thirsty and he was hungry.]

**Exercise A** Identify the conjunctions in the following sentences. Draw one line under coordinating conjunctions and two lines under correlative conjunctions.

**Examples**
1. I didn’t know whether I should laugh or I should cry. [Whether . . . or joins two independent clauses, I should laugh and I should cry.]
2. According to Meg, the judge’s decision was strict but fair. [But joins two adjectives, strict and fair.]

1. I had met the girl before, yet I couldn’t remember her name. [Which word joins two independent clauses?]
2. We heard the fire alarm not only in the hallways but also in the classrooms. [Which words join two prepositional phrases?]
3. After the assembly, I couldn’t find Mark or Chi anywhere.
4. Do you know whether Carlos sanded or painted the bookcase?
5. On the beach and in the water, the family played happily.
6. Mr. Paulson had expected neither the award nor the party.
7. Was either the principal or the vice-principal present at the ceremony?
8. I will enjoy the winter break, but I will miss my friends.

9. Will this bus take us to both the mall and the library?

10. Neither the computer nor the printer was turned on.

**The Interjection**

1h. An *interjection* is a word that expresses emotion. An interjection has no grammatical relation to the rest of the sentence.

Commonly used interjections include *ah, hey, oh, ouch, well, wow,* and *yippee.*

**NOTE** Because an interjection does not serve a grammatical function in the sentence, it is set off from the sentence by an exclamation point, a comma, or commas.

**EXAMPLES**

1. *Uh-oh!* I lost my watch.
   *Well,* I'm not sure where your watch is.
   A new one will cost, *oh,* about ten dollars.

**Exercise B** Identify the underlined word or group of words in each sentence. On the line provided, write **CRD** for coordinating conjunction, **CORR** for correlative conjunction, or **INT** for interjection.

Examples **INT**

1. I was digging in the garden when, *yikes,* I saw a garter snake. [Yikes expresses emotion. It has no grammatical function in the sentence.]

   **CORR**

2. I *not only* was digging in the garden *but also* was planting vegetables. [Not *only*... *but also* is a correlative conjunction that joins two verb phrases.]

11. Dad really likes carrots, *so* I will plant a lot of them. [Does the underlined word join two word groups, or does it express emotion?]

12. *Ouch!* Did you know that blackberry vines have thorns on them? [Does the underlined word join two words, or does it express emotion?]

13. Either the wild rabbits or the squirrels have nibbled on the strawberries.

14. I planted several kinds of seeds, *yet not all of them* have sprouted.

15. In that patch I planted, *ah,* lettuce.

16. *Whoa!* Watch where you step in the garden!

17. Shall we plant both vegetables and flowers in this garden?

18. After an hour’s work, we had finally pulled all the weeds. *Whew!*

19. Should we place the scarecrow between the rows *or* in the corner?

20. There is enough squash *not only* for our family *but also* for the neighbors.
Chapter 1: Parts of Speech Overview, pp. 1–24

The Noun, pp. 1–2

EXERCISE A

1. Look at these photographs of my friend James, who is a relative of Victor.
2. Did the two men visit Madagascar, a large island near Africa?
3. Courage and curiosity are two qualities you will find in my friends.
4. Many different countries make up the large continent of Africa.
5. On his journey back to America, Victor sailed on the Princess.

EXERCISE B

6. In gym class, Coach Ellis led the students through a set of twenty push-ups.
7. After the children tossed snowballs, they built a snowman on the sidewalk.
8. Did Dad change the batteries in the smoke detector that is in the family room?
9. You should read Homeless Bird by Gloria Whelan, a winner of the National Book Award.
10. My sister-in-law, a singer in a band, also plays the guitar.

EXERCISE C

11. collection
12. pack
13. swarm
14. family
15. team
16. staff
17. squad
18. council
19. pod
20. Congress

The Pronoun A, pp. 3–4

EXERCISE A

1. Many teens volunteer their time to worthy causes.
2. Lonny volunteers at an animal shelter. He grooms the dogs.
3. Does Alfredo teach songs to the children at his church?
4. At the local hospital, Nina helps the nurses; she does simple chores for them.
5. Search the Internet for ideas. It lists volunteer programs in many cities.

EXERCISE B

(Answers may vary.)

6. her
7. it
8. your
9. him
10. I

EXERCISE C

11. REF
12. INT
13. REF
14. REF
15. INT

The Pronoun B, pp. 5–6

EXERCISE A

1. These are my favorite books of all time.
2. Is this a serious tale of grand adventure, or is it just a silly story?
3. You two should really take a look at these!
4. My skateboard rolls as smoothly as those used in professional competitions.
5. Of the entire football season, that was the most suspenseful game!
6. This set of math problems is a lot like those.
7. When will we finish painting that?
8. Of all of these, the third one sounds the most appealing.
9. That is the first time she’s ever eaten a kiwi fruit.
10. Think of this as an opportunity to shine!
EXERCISE B
11. INT 14. INT
12. DEM 15. INT
13. DEM

EXERCISE C
(Answers may vary.)
16. those 19. this
17. these 20. Whose
18. Which

The Pronoun C, pp. 7–8

EXERCISE A
1. Chen is reading *Animal Farm*, which is about power and betrayal.
2. George Orwell, who wrote this fable, used animals as main characters.
3. The plot is about farm animals that chase away their owners!
5. Bilbo Baggins, whom readers meet in *The Hobbit*, is the hero of this story.
6. A hobbit is a creature whose life centers on family, food, and a good home.
7. In many classrooms, students read books that explore the dark side of human nature.
8. Have you read *Lord of the Flies*, which is about human nature?
9. A group of boys, whose airplane crashes, must survive on a lonely island.
10. What do you think of these boys, who become savage?

EXERCISE B
11. The pep rally, which began at one o’clock, lasted almost two hours!
12. When should we pick up the uniforms that Ms. Baraka ordered?
13. Marie, whom the community greatly admires, planted four trees in a local park.
14. Try finding a puzzle piece that is shaped like an H.
15. Ernesto’s brother, who enjoys good conversation, makes it a point to visit us once a day.
16. We saw a whooping crane, which is one of the rarest birds in North America!
17. That short story, which talks about the love of a grandmother for her grandson, is excellent.
18. Is Leroy, whom our customers love, going to get this month’s bonus?
19. Julia constructed this model volcano from clay that she found in her own backyard.
20. The choir’s leaders, who are looking for a new sound, have been listening to Caribbean music.

The Pronoun D, pp. 9–10

EXERCISE A
1. All of the hotel’s staff members were very helpful.
2. Most of the activities, in Jack’s opinion, would be fun.
3. Of everything available to guests, the shuffleboard court was our favorite spot.
4. We played softball with anyone who wanted to play.
5. Let’s meet Jack and the others at the lake behind the hotel.
6. Some of the rocks along the shore are quite beautiful.
7. We could give somebody the prettiest stones.
8. Wouldn’t Aunt Suzy want a few of them?
9. Save something to help you remember that trip!
10. I think we’d gladly take another.

**EXERCISE B**
(Answers will vary.)
11. Each
12. both
13. more
14. anybody
15. Most
16. one
17. everything
18. everyone
19. somebody
20. anyone

**The Adjective, pp. 11–12**

**EXERCISE A**
1. There is a large family of healthy ducks by the lake.
2. During the hot afternoon, several deer crossed the grassy meadow.
3. Look at the small, brown rabbit near the trees.
4. A gray dove looked for tiny seeds beneath a leafy, green bush.
5. Did you see the beautiful fur on that fox?

**EXERCISE B**
6. Either coach can train the new team.
7. Which long table will seat the hungry students?
8. Those three rosebushes won’t bloom for many weeks.
9. Recent graduates helped several teachers purchase those.
10. We realized that neither frog had been making that unusual noise.

**EXERCISE C**
11. PRO
12. ADJ
13. ADJ
14. N
15. ADJ

**The Verb A, pp. 13–14**

**EXERCISE A**
1. John Loudon McAdam designed roads without costly rock foundations.
2. The first self-propelled American land vehicle ran under steam power.
3. The Colorado River toad secretes a poison that can paralyze its predators temporarily.
4. During thunderstorms, lightning bolts create gases that eventually fertilize the soil.
5. Alchemists never produced gold from lead, but they invented some tools that chemists use today.
6. Do mice dream?
7. The tube-shaped leaves of some pitcher plants fill with rainwater and trap insects.
8. Suddenly, hundreds of grasshoppers leapt into the air.
9. When a bug is caught in the sticky hairs of a sundew’s leaf, the leaf curls around it.
10. On the longest day of summer in the Antarctic Circle, the sun never sets.

**EXERCISE B**
11. INT
12. TR
13. TR
14. INT
15. INT
16. INT
17. INT
18. TR
19. TR
20. INT

**The Verb B, pp. 15–16**

**EXERCISE A**
1. Cassie thought that the radishes tasted wonderful.
2. Sandals are usually a good, comfortable shoe for warm weather.
3. Is Janelle’s poster the one with the piano full of flowers on it?
The cricket in my room seemed noisy last night.

Mel looks confident; maybe he should be the leader.

This paint job could have been perfect, but the paint dripped.

Sophia became the first of us to ask, “Were cars really that slow back then?”

That mockingbird certainly sounds carefree.

His grandmother was one of the first women to teach at a university.

The music stayed loud and festive, even when the band grew tired.

EXERCISE B

11. Over the years, the lock had become rusty.

12. With great difficulty, Lisa turned the key in the lock.

13. Inside, the empty house seemed perfectly silent.

14. Long ago, the dusty air had turned stale.

15. Lisa remained calm in spite of the eerie atmosphere.

16. Then she stood on the porch and felt better.

17. She could smell fresh-cut hay in the breeze.

18. Crops grew in the fields across the street from the house.

19. With a new coat of paint, it might be a nice place to live.

20. The house suddenly appeared far less spooky.

The Verb C, pp. 17–18

EXERCISE A

1. Pumpkins are known for their soft orange pulp and high water content.

2. You may have eaten delicious pumpkin bread or pumpkin muffins.

3. That pumpkin was grown in Margaret’s own backyard garden.

4. It had become ripe for harvest a few days ago.

5. The tough orange rind must be removed from the pumpkin.

6. Then, the orange pulp can be used for food.

7. We can save some of the seeds for next year’s crop.

8. Should we toast the rest of the pumpkin seeds?

9. During late October, many people will carve a pumpkin.

10. Pumpkins have also been grown as food for livestock.

EXERCISE B

11. Do you enjoy ice-skating and other winter sports?

12. Diego and I have often watched skating competitions on television.

13. I myself have never worn a pair of ice skates.

14. My sister, however, will frequently compete in skating matches.

15. The coldness of the icy arena doesn’t bother her.

16. Since childhood, she has always enjoyed the competitive nature of sports.

17. You should not have missed the competition last week.
18. Will you attend the match on Saturday afternoon?
19. We have always sat in one of the front rows.
20. We will not miss a single bit of action from those great seats.

**The Adverb, pp. 19–20**

**EXERCISE A**
1. Please write your new phone number there.
2. Loudly, the telephone in Becca’s room rang.
3. Where did she earn the money for her own phone?
4. Becca mows lawns weekly for extra money.
5. She had carefully saved money for the phone.

**EXERCISE B**
6. Whose incredibly delicious casserole is this?
7. Rather large trees surround the car lot.
8. After a long afternoon, I can say my chores are nearly complete.
9. An especially valuable player receives the MVP award.
10. Please give a snack to the children, who are slightly hungry.

**EXERCISE C**
11. Why is he speaking very quietly?
12. Somewhat excitedly, the child accepted the gift.
13. Both students completed the test equally quickly.
14. A fire broke out, but firefighters arrived quite soon.
15. You interpreted the poem extremely creatively.

**The Preposition, pp. 21–22**

**EXERCISE A**
1. Everyone was frightened during the scary movie.
2. Without a hat, Ellen’s hair always lightens.
3. Jeff, you can use chicken in place of the beef.
4. The beautiful full moon disappeared behind thick clouds.
5. How can I choose between two good choices?

**EXERCISE B**
6. Because of the fire, smoke billowed from the windows and doors.
7. Since last Monday, I have been leaving the house before you each morning.
8. The story is about a horse that gallops next to bicyclists.
9. Aside from a few loose boards, the bridge across the stream looks safe.
10. Look at the perfect blanket of snow on the streets and lawns.
11. Felicia skipped through the open gate in front of her house.
12. In addition to old newspapers, Toni collects cans during recycling drives.
13. Couldn’t we use the tomatoes we grew instead of those from a store?
14. Since he got to sit behind the dugout, Cedric stayed through the final inning.
15. Should we climb aboard the boat beside the dock?
The Conjunction and the Interjection, pp. 23–24

**EXERCISE A**

1. I had met the girl before, yet I couldn’t remember her name.
2. We heard the fire alarm not only in the hallways but also in the classrooms.
3. After the assembly, I couldn’t find Mark or Chi anywhere.
4. Do you know whether Carlos sanded or painted the bookcase?
5. On the beach and in the water, the family played happily.
6. Mr. Paulson had expected neither the award nor the party.
7. Was either the principal or the vice-principal present at the ceremony?
8. I will enjoy the winter break, but I will miss my friends.
9. Will this bus take us to both the mall and the library?
10. Neither the computer nor the printer was turned on.

**EXERCISE B**

11. CRD
12. INT
13. CORR
14. CRD
15. INT
16. INT
17. CORR
18. INT
19. CRD
20. CORR